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INTELLIGENCE

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| TITLE | Intelligence Briefing |
| OBJECTIVE | Principles of public speaking as related to the oral presentation of intelligence, including selection and use of graphic aids |
| PREREQUISITES | Top Secret clearance Present or future assignment requiring proficiency in oral briefing |
| ENROLLMENT | 12 to 20 |
| DURATION | Six weeks - 2-hour sessions twice a week (24 hours) |
| LOCATION | Headquarters |

Early sessions in the course emphasize basic principles and fundamentals of public speaking. Students prepare and present short speeches before the class. These are analyzed and constructive suggestions are offered in class discussion. Tape recordings made of each presentation assist both instructor and student in further analysis. Later in the course, students give longer speeches on topics related to their own responsibilities. Class critiques emphasize fine points of delivery, organization of content, proper use of graphic aids, and general effectiveness.

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TITLE Reading Improvement*

OBJECTIVES Improve job efficiency by increasing reading ability

 Develop a wide range of reading techniques

 Adjust rate of reading to comprehension requirements

 Improve perceptual habits

PREREQUISITE Secret clearance

ENROLLMENT 10 to 20

DURATION Six weeks - 1 hour per day (30 hours)

LOCATION Headquarters

Methods and techniques in developing the speed and level of comprehension, with emphasis on flexibility and comprehension requirements, are the focal points of the course.

In developing a wide range of reading techniques and in defining comprehension requirements, the student is instructed through lectures and discussions on the best techniques for scanning, extensive (informational), and intensive (technical) reading. This is followed by student practice, using diverse techniques in various reading situations. Practice includes supervised exercises and reading of individual and group selections of varied content at controlled rates. Good perceptual habits are developed by increasing the span of recognition, establishing control over regressive eye movement, and eliminating vocalization.

Approximately thirty percent of the course is devoted to lectures, instructions, and practice exercises in the three types of reading. Forty percent of the training provides practice with the Reading Rate Accelerator. The remaining thirty percent of the course is divided equally between tachistoscopic training and special films.

A retention program, designed to ascertain long-range benefits, is conducted eight weeks and twelve months after the course.

Satisfactory completion of this course fulfills the prerequisite for enrollment in the Advanced Reading Improvement course.

*A Reading Analysis Program, designed to determine the degree to which personnel employ the most efficient reading techniques in relation to office and individual requirements, is available to all Agency offices. Arrangements for this program may be made by contacting the Registrar, Office of Training.

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